DOCUMENT RESUME

ED 262 038 TM 850 277

AUTHOR Gallagher, Michael P.
TITLE Assessment for 1983-4 School Year. Administrative/Supervisory Performance Review Process. Survey Results.
INSTITUTION Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE Oct 84
NOTE 33p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Administrator Evaluation; *Assistant Principals; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Principals; Questionnaires; Rating Scales; School Districts; *School Surveys; *Self Evaluation (Groups)
IDENTIFIERS *Cleveland Public Schools OH; Meta Evaluation

ABSTRACT

School administrators and supervisors who were evaluated using the Cleveland, Ohio City School District's Administrator/Supervisory Review Process were surveyed concerning their opinions of the review process. The questionnaire, which was returned by 203 principals, assistant principals, and other supervisory staff out of a total of 376 recipients, covered: (1) specific elements of the review process; (2) general concerns; and (3) suggested improvements. The following observations emerged from the survey results. Respondents did not see the evaluation process as improving employee performance; in fact, preference was expressed for the previously used rating form. It was also felt that the employee whose job performance exceeded the average was not appropriately recognized. Except for some particular details, the rating form and its accompanying instructions were acceptable. The quality levels provided in the form generated some strong opposition. Specific suggestions for improvement, such as clearer explanations of the review and appeal process, were strongly endorsed. (The employee rating form, performance review form, letters accompanying the survey, and the survey questionnaire are included.) (GDC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED262038

ASSESSMENT FOR 1983-4 SCHOOL YEAR
ADMINISTRATIVE/SUPERVISORY PERFORMANCE REVIEW PROCESS

SURVEY RESULTS

POLICY, PLANNING AND ANALYSIS DIVISION
RESEARCH AND ANALYSIS DEPARTMENT
CLEVELAND CITY SCHOOL DISTRICT

OCTOBER, 1984

REPORT PREPARED BY
MICHAEL P. GALLAGHER

TM 850 277

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Gallagher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CONTENTS

SECTION		PAGE
I.	BACKGROUND	1
II.	PROCEDURES OF THE SURVEY	1
III.	SURVEY RESPONSE	2
IV.	CHARTING AGREEMENT/DISAGREEMENT WITH THE ISSUES	3
V.	SPECIFIC ELEMENTS OF FORM/PROCESS	3
VI.	GENERAL OUTCOME	8
VII.	POSSIBLE IMPROVEMENTS	8
VIII.	DIFFERENCES AMONG RESPONDING GROUPS	8
IX.	SUMMARY OF RESPONDENT COMMENTS	11
X.	CONCLUSIONS	14
XI.	APPLICATION AND EXTENSION	15
XII.	REFERENCES	15
	APPENDIX A. SURVEY INSTRUMENT	16
	APPENDIX B. SURVEY COVER LETTER	17
	APPENDIX C. TALLY RESULTS	18
	APPENDIX D. PERFORMANCE REVIEW FORM	23
	APPENDIX E. MEMO ON FORM USE	24
	APPENDIX F. OSMCR COMMENTS	25

I. BACKGROUND

With the fall of 1984, Administrators and Supervisors in the Cleveland City School District are entering their third year of being evaluated by the present performance review form and process. The process itself was developed in response to Ohio State Code concerning multi-year contracts for educational administrators (ORC 3319.02) and a desire to improve the performance of administrators and supervisors. Prior to the implementation of the present process, another system was used in the 1981-2 school year. Before that system there were no formal ongoing procedures for such evaluation. To view the current performance review form, refer to Appendix D.

Assessment of the evaluation process is "...needed to determine (a) whether any errors have crept into the system due to implementation or changes of circumstances, constraints, or environment and (b) whether the evaluation system is producing the results desired."(1) The first assessment was done by the Performance Review Committee (hereafter refered to as the committee). During and after the 1982-83 school year, which was the first year of the current process, the committee met to assess the process and recommend improvements. The research and study reported in this document is meant to supplement and extend the work of the committee.

The first assessment was mandated by the Federal District Court as Required Action XIII-0113 of the Cleveland Public Schools Monthly Progress Report. These reports provide the court and others with status indicators of the district's progress in its reorganization under court orders stemming from its desegregation case. Related required actions are XIII-101 and XIII-102. This document fits under Verifiable Evidence of Results, Task 2, of Required Action XIII-0113.

II. PROCEDURES OF THE SURVEY

To monitor the use and effectiveness of the Administrative/Supervisory Review Process, a survey was conducted in September, 1984. All those on the administrative salary schedule were sent questionnaires covering: (1) specific elements of the review process, (2) general concerns, and (3) possible improvements.

Questions and concerns about the review process were developed from study of the work of the 1983 committee. In addition, discussion with staff and review of literature raised some issues which the questionnaire addressed. Draft copies were forwarded to some committee members for review. Refer to Appendix A for the final version of the questionnaire.

BEST COPY AVAILABLE

III. SURVEY RESPONSE

Questionnaires (376) were sent to all on the adminsitrative salary schedule. To encourage maximum participation, letters were addressed using full name, title, and school or office site. Please refer to Appendix B for a copy of the cover letter which was used.

The timing of the survey, right at the end of summer, highlighted a great deal of administrator mobility. Updating our labels to the new school year required 74 corrections (30%) to principals and assistant principals alone. Substantial movement of the other administrative staff occurred over the summer as well.

The administrative salary schedule produced a population of all principals, assistant principals, and other administrative/supervisory (A/S) staff covering almost all who are evaluated by the A/S review process. (A few from the central office not on that schedule are omitted.)

Overall response was 203 forms returned (54%). Some respondents noted the hectic September schedule and the instruction that forms be returned rapidly. All returned questionnaires are included in the tally, including those received as much as a week late. Table 1 below summarizes response.

TABLE 1
SURVEY RESPONSE BY GROUP

GROUP DESCRIPTION	GROUP NUMB.	QUESTIONNAIRES SENT	RETURNED #	RETURNED %
Asst. Principals	1	117	48	41
Principals	2	128	61	48
Other A/S Staff	3	131	85	65
No Indication	0	-	9	-
TOTAL		376	203	54

BEST COPY AVAILABLE

IV. CHARTING AGREEMENT/DISAGREEMENT WITH THE ISSUES

Graphs 1 through 3 chart the answers of respondents to questions on the survey form as follows:

Part 1	Specific Elements	Questions 1-10	Graph 1
2	General Outcome	11-16	2
3	Possible Improvments	17-20	3

For convenience, the questions are written on the left portion of the graphs. While a few of the questions were abbreviated to fit on Graphs 1-3, their complete form may be referenced on the questionnaire itself in Appendix A.

The graphs reflect the total tally for all groups surveyed. Percentages were calculated for each possible answer. Not included on the graph for a question would be those who returned the form but didn't answer that question or whose answer was "C" (undecided). As a result the total of the percents graphed for each question is less than one hundred.

Each block in a graph stands for two percentage points. Lightly shaded blocks correspond to the response "B," agree or "D," disagree. The heavily shaded blocks reflect "A," strongly agree or "E," strongly disagree. For a detailed listing of the data shown in Graphs 1-3, refer to Table 2 on Page 7.

V. SPECIFIC ELEMENTS OF FORM/PROCESS (Graph 1)

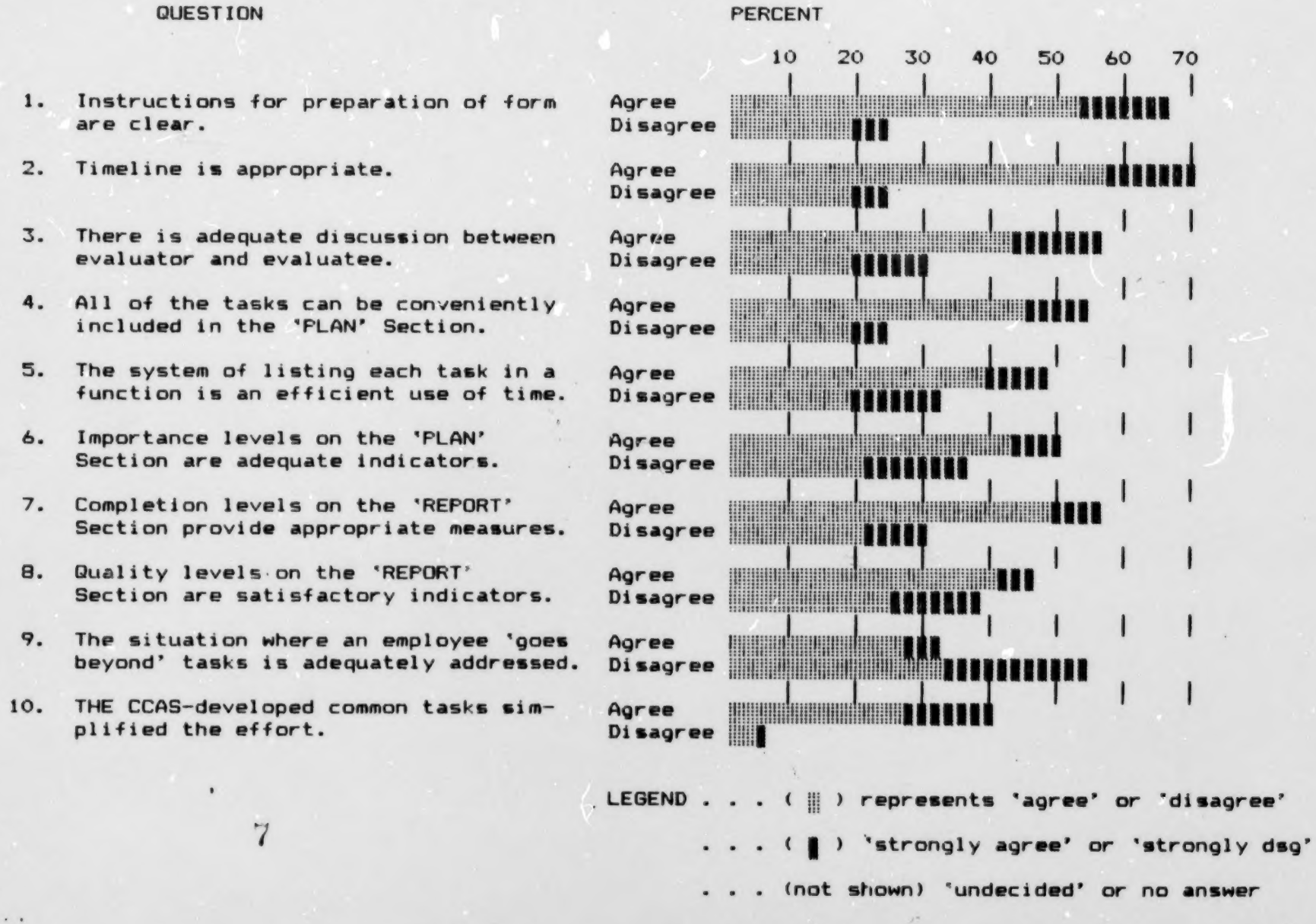
Questions 1 through 10 on the survey dealt with specific elements of the performance review process. Graph 1 on Page 4 depicts the responses.

The committee mentioned above frequently discussed the issue of arbitrary and subjective quality levels. Another concern was lack of encouragement for the employee who 'goes beyond.' In fact, these elements fared worst in the tallies, as the graphs next to Questions 8 and 9 show.

It should be noted that even some elements having a margin of agreement occasioned vehement and thoughtful negative minority comments. See Section IX below for review of comments.

BEST COPY AVAILABLE

GRAPH 1. RESPONSE TO SURVEY PART 1
QUESTIONS 1-10: SPECIFIC ELEMENTS OF FORM/PROCESS


QUESTION
PERCENT
10
20
30
40
50
60
70
1. Instructions for preparation of form are clear.
2. Timeline is appropriate.
3. There is adequate discussion between evaluator and evaluatee.
4. All of the tasks can be conveniently included in the 'PLAN' Section.
5. The system of listing each task in a function is an efficient use of time.
6. Importance levels on the 'PLAN' Section are adequate indicators.
7. Completion levels on the 'REPORT' Section provide appropriate measures.
8. Quality levels on the 'REPORT' Section are satisfactory indicators.
9. The situation where an employee 'goes beyond' tasks is adequately addressed.
10. THE CCAS-developed common tasks simplified the effort.
Agree
Disagree

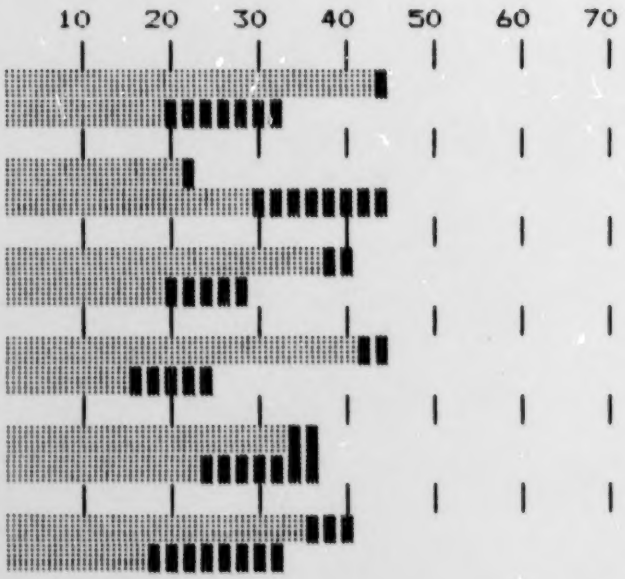
LEGEND . . . (▒) represents 'agree' or 'disagree'

. . . (▮) 'strongly agree' or 'strongly dsg'

. . . (not shown) 'undecided' or no answer

GRAPH 2. RESPONSE TO SURVEY PART 2
QUESTIONS 11-16: GENERAL OUTCOME

	QUESTION	PERCENT
11.	Process provides an appropriate method for evaluating employees.	Agree / Disagree
12.	Process improves employees' performance as used at present.	Agree / Disagree
13.	Process improves communication between evaluator and evaluatee.	Agree / Disagree
14.	Process facilitates due process for personnel.	Agree / Disagree
15.	Process is time-efficient.	Agree / Disagree
16.	Process promotes the application of a consistant rating standard.	Agree / Disagree



LEGEND . . . ||| represents 'agree' or 'disagree'

. . . ▮ 'strg agree' or 'strg disagree'

. . . (not shown) 'undecided' or no answer

GRAPH 3. RESPONSE TO SURVEY PART 3
QUESTIONS 17-20: POSSIBLE IMPROVEMENTS

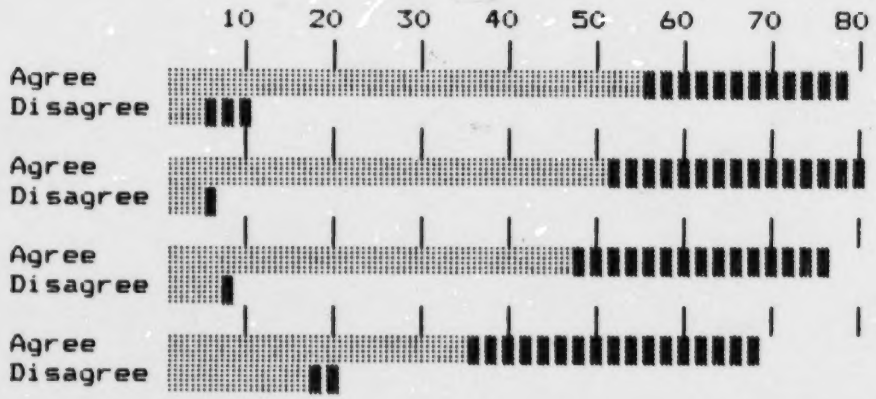
QUESTION

17. Form should provide for the evaluatee to enter comments in 'REPORT' Section.

18. There should be a clear explanation of the appeal procedure.

19. Periodic meetings beween evaluator and evaluatee to discuss progress.

20. Orientation session conducted to explain process each year.



LEGEND . . . ▒ represents 'agree' or 'disagree'

. . . ▌ 'strg agree' or 'strg disagree'

. . . (not shown) 'undecided' or no answer

TABLE 2

PERCENTAGE RESPONSE TABLE -- ALL GROUPS

QUES-TION	***AGREE (AGR)** AGR	STR AGR	TTL AGR	*DISAGREE (DSG)* DSG	STR DSG	TTL DSG	****** UNDC/ NO ANS
1	51	14	65	18	5	23	12
2	56	14	70	18	5	23	7
3	42	14	56	18	10	29	15
4	45	11	56	17	6	24	21
5	37	10	47	17	13	31	22
6	41	8	49	20	16	36	15
7	48	8	56	20	9	30	14
8	39	6	45	23	15	38	17
9	26	5	31	32	22	54	15
10	26	14	40	3	2	5	55
11	41	3	44	18	13	31	25
12	19	2	21	27	16	43	35
13	36	4	40	18	9	27	33
14	39	4	43	13	10	24	33
15	32	4	36	22	13	35	28
16	33	6	39	16	16	32	30
17	54	24	78	4	4	9	13
18	49	31	80	4	1	5	14
19	45	31	76	6	1	7	17
20	34	33	67	15	5	20	13

Note: Percentages may not add due to rounding.

VI. GENERAL OUTCOME (Graph 2)

Respondents were queried about general effects of the process in Questions 11 through 16. Graph 2 on Page 5 presents the results as graphs.

Two general observations emerge from study of the tallies and graphs for these questions. The first observation is the much higher level of "undecided." Undecided ranged from 25 percent to 35 percent for this group of questions; whereas, for Questions 1 through 9 the unsure range went from 7 to 22 percent. One might expect more respondent caution forming general conclusions than on specific elements.

A second observation is the less positive tone. Of particular concern might be the very strong and negative perception on Question 12 "...improves employees' performance..." Question 14, concerning due process, reflects the original impetus for development of the review. Happily, it did better, achieving 43% agreement (compared to 24% disagreement.)

VII. POSSIBLE IMPROVEMENTS (Graph 3)

Questions 17 through 20 tried to gauge attitudes toward some possible improvements. Refer to the Graph 3 on Page 6 for to reference each question.

All four suggestions had a very positive balance, although some important caveats came from comments as noted below. Relatively weaker in agreement than the other three suggestions was the orientation session mentioned in Question 20, mustering twice as much disagreement as the next closest, but still favored by a full 3:1 margin.

VIII. DIFFERENCES AMONG RESPONDING GROUPS

A last entry on the survey asked the participants to identify themselves with one of three categories: assistant principals (Group 1), principals (Group 2), or other (Group 3). All but nine of the respondents checked off a group.

Tables 3 and 4 may be used to compare perceptions among groups. (For the complete tally refer to Appendix C.)

TABLE 3

COMPARISON OF GROUPS SURVEYED
WEIGHTED AVERAGE RESULTS

Questions 1 - 10

	ASST PRN	PRN	OTH	ALL
Part 1. SPECIFIC ELEMENTS OF FORM/PROCESS				
1. Instructions for preparation of the form are clear.	3.1	3.4	3.8	3.5
2. Timeline is appropriate (i.e., Plan by September 30, etc).	3.2	3.6	3.7	3.6
3. There is adequate discussion between evaluator and evaluatee of functions and tasks included on form.	3.1	3.0	3.6	3.3
4. All of the tasks can be conveniently included in the "PLAN" section.	3.0	3.5	3.5	3.4
5. The system of listing each task in a function is an efficient use of time.	2.9	3.2	3.2	3.1
6. Importance Levels on the "PLAN" Section ("Low", "High") are adequate indicators.	2.9	3.2	3.0	3.1
7. Completion Levels on the "REPORT" Section ("Incomplete", "Late", "On Time") provide appropriate measures.	3.1	3.4	3.3	3.3
8. Quality levels on the "REPORT" Section ("Lower", "As Expected", "Higher") are satisfactory indicators.	3.0	3.1	2.9	3.0
9. The situation where an employee "goes beyond" tasks on the form is adequately addressed.	2.7	2.5	2.6	2.6
Question 10 is for Assistant Principals, Principals, and Cluster Directors only.				
10. The CCAS-developed common tasks simplified effort.	3.5	4.3	3.1	3.8

Response Key:

A=5	B=4	C=3	D=2	E=1
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Table 4

COMPARISON OF GROUPS SURVEYED
WEIGHTED AVERAGE RESULTS

Questions 11 - 20

		ASST PRN	PRN	OTH	ALL
Part 2.	GENERAL OUTCOME				
	The Performance Review Process:				
11.	...provides an appropriate method for evaluating employees' functions and tasks.	2.8	3.0	3.3	3.0
12.	...improves employees' performance as used at present.	2.5	2.7	2.7	2.6
13.	...improves communication between the evaluator and evaluatee.	2.9	3.0	3.2	3.1
14.	...facilitates due process for personnel.	2.9	3.2	3.2	3.1
15.	...is time-efficient.	2.6	3.1	3.0	2.9
16.	...promotes the application of a consistent rating standard.	2.8	3.2	3.0	3.0
Part 3.	POSSIBLE IMPROVEMENTS				
17.	The form should provide for evaluatee to enter comments in the "Report" Section.	3.7	3.9	4.0	3.9
18.	There should be a clear explanation of the appeal procedure.	4.0	4.1	4.2	4.1
19.	There should be periodic meetings between evaluator and evaluatee to discuss progress and lack thereof.	4.1	4.0	4.1	4.0
20.	An orientation session should be conducted to explain this Review Process at the start of each school year.	3.9	4.1	3.6	3.8

Response Key:

A=5	B=4	C=3	D=2	E=1
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

In the columns for each group a weighted average is printed reflecting:

strongly agree 5
agree 4
undecided 3
disagree 2
strongly disagree . . . 1

Scanning the average responses for each group does highlight some differences in concerns and perceptions. Assistant principals, for example, barely agreed with Question 1, that instructions for the form are clear, averaging 3.1. On the other hand, both principals and others were strong in agreement, with 3.4 and 3.8 respectively.

Principals were more negative than the other groups on Question 3, regarding the adequacy of discussion between evaluator and evaluatee. Some principals' comments reflected special concerns in this area, as indicated in Section IX below.

IX. SUMMARY OF RESPONDENT COMMENTS

Room for comments was provided on the survey form (See Appendix A) next to every question. Thus respondents were able to jot down a comment whenever it occurred to them. Many took the time to elaborate their thoughts, ranging from a brief phrase to a complete attached letter.

Some questions occasioned very little comment. Others brought forth some thoughtful notes, the highlights of which are presented below.

Question 2. Time line is appropriate.

Although this question had the highest percentage agreement (70%) in the first group covering specific elements of the form/process, seven respondents thought October would be a more reasonable time for the left-hand PLAN section of the form due to the hectic opening weeks of school.

Question 3. There is adequate discussion between evaluator and evaluatee of functions and tasks included on the form.

Although this question had overall agreement (56%), principals were the lowest group in support. One principal said "Directors are not given adequate blocks of time for this because of 10,000 meetings."

Question 4. All of the tasks can be conveniently included on the PLAN section.

Question 4 also received fairly strong agreement. Some comments widened the focus, for example, an assistant principal said "They can be listed, but only a super-human can do them all well and on time these days."

Question 6. Importance levels on the PLAN section ('Low,' 'High') are adequate indicators.

A weaker percentage of agreement was seen for Question 6 than five others in the first group of questions. In addition, a very high 16% strongly disagreed.

This question had 24 respondents commenting, the second most comments of all questions. The two frequent themes were "subjective" and "Why should we be evaluated on items of low importance anyway?"

Question 7. Completion levels on the REPORT section ('Incomplete,' 'Late,' 'On Time' provide appropriate measures.

Question 7 received an agreement level well above 50%. However, two points emerging from comments were: "for some tasks time makes no sense" and "no space available for reason why."

Question 8. Quality levels on the REPORT section ('Lower,' 'As Expected,' 'Higher') are satisfactory indicators.

The committee had indicated a problem in this area. In fact, it received a relatively low agreement percentage (45%) and generated more comments than any other question.

Many comments criticized subjectivity, while others disliked the term 'as expected.' One respondent said "The question of what benchmark is being used remains ununsolved. Some people get caught in the trap of never achieving a 3 because their supurb work has come to be expected."

Summary of general comments

Comment	Number of comments by group				
	ASST	PRN	OTH	UNID	TOTAL
Need new form/process	0	4	5	1	10
Go back to old form	1	0	2	0	3
Unnecessary	0	0	1	0	1
Major changes needed	0	0	1	0	1
Too cumbersome	2	2	3	0	7
Other particular fault	1	2	2	0	5
Suggested improvement	0	1	1	0	2
Present process needs to be used properly	0	1	1	0	2
Process is OK	1	2	0	0	3
Miscellaneous	0	0	2	0	2

X. CONCLUSIONS

The following major observations on the A/S performance review process emerged from survey results:

...Users very strongly do not see the process improving employees' performance. See survey Question 12. Note the same question in the assessment of the earlier process had a positive response. (2)

...In agreement with committee findings, the situation where an employee 'goes beyond' is not viewed as being adequately addressed. Refer to survey Question 9.

...The perception of specific elements of the form/process, including the instructions, timeline, and others, is that they are all right, with some particular problems noted in comments. See Questions 1-7 and 10.

...The quality levels used generate some strong opposition. Question 8.

...Specific improvements suggested in Questions 17-20 were strongly endorsed, though some clarifications were made in comments.

XI. APPLICATION AND EXTENSION

Results of the survey discussed in this report support some hypotheses about substantial shortcomings of the administrative/supervisory review form and process. The Department of Supportive Services has indicated active consideration of change. See Appendix E. Certainly the appraisal process must work well to support human resource goals of the school district. "The nucleus of any organizational plan to assist its members to perform effectively in their present positions and to develop personnel to fill new or existing positions is a program that will identify their strengths and weaknesses."(3)

As important as improvement of the form and its process are, major interacting systems should also be addressed. The Office of School Monitoring and Community Relations underlined the importance of these areas in its "OMCR Comments on the Cleveland Board of Education's Twelfth Monthly Progress Report of September 17, 1984." See Appendix F. Training programs, job descriptions, and operational plans need to be synchronized to support the overall personnel development system.

XII. REFERENCES

(1) Evaluating Administrative Personnel in School Systems. Dale L. Bolton. Teachers College Press, New York, 1980. This work discusses 'Assessment of the Evaluation Process' in Chapter 5. The quotation is from Page 113.

(2) Review of the Performance Review System. Barbara Chambers. Department of Research, Development, and Evaluation; Cleveland Public Schools; 1982. This was a study of the original review system after its first and only year of use. The particular issue noted is Question 23 on Page 12 of that document.

(3) Educational Organization and Administration (Fourth Edition). Edgar L. Morphet, et al. Prentice-Hall, 1982. The quotation is from Page 361.

SURVEY
ADMINISTRATIVE/SUPERVISORY PERFORMANCE REVIEW
FORM AND PROCESS

The Research and Analysis Department is in the process of studying the performance review procedure with the goal of improving the form and the evaluation process. Your assessment of the process will be helpful. Please take a few moments to complete this survey and return it by Friday, September 7 to:

Policy Planning and Analysis Division
Administration Building, Room 610
Attention: Mike Gallagher (574-8623)

DIRECTIONS: Please read the following statements. To the right of each statement circle the letter for the response which most nearly reflects your opinion. A sample Review Form is attached for reference. Spaces are provided following each statement for any comments you might have.

Response Key:

A	B	C	D	E
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

****

Part 1. SPECIFIC ELEMENTS OF FORM/PROCESS

1. Instructions for preparation of the form are clear. (1.) A B C D E
   Comments (if any) _____

2. Timeline is appropriate. (i.e., Plan by September 30, etc.) (2.) A B C D E
   Comments (?) _____

3. There is adequate discussion between evaluator and evaluatee of functions and tasks included on form. (3.) A B C D E
   Comments (?) _____

4. All of the tasks can be conveniently included in the "PLAN" Section. (4.) A B C D E
   Comments (?) _____

5. The system of listing each task in a function is an efficient use of time. (5.) A B C D E
   Comments (?) _____

6. Importance Levels on the "PLAN" Section ("Low", "High") are adequate indicators. (6.) A B C D E
   Comments (?) _____

7. Completion Levels on the "REPORT" Section ("Incomplete", "Late", "On Time") provide appropriate measures. (7.) A B C D E
   Comments (?) _____

8. Quality levels on the "REPORT" Section ("Lower", "As Expected", "Higher") are satisfactory indicators. (8.) A B C D E
   Comments (?) _____

9. The situation where an employee "goes beyond" tasks on the form is adequately addressed. (9.) A B C D E
   Comments (?) _____

Question 10 is for Assistant Principals, Principals, and Cluster Directors only. Others skip to Question 11.

10. The CCAS-developed common tasks simplified the effort. (10.) A B C D E
    Comments (?) _____

- OVER -

BEST COPY AVAILABLE

Response Key:

A	B	C	D	E
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

****

Part 2. GENERAL OUTCOME

The Performance Review Process:

11. ...provides an appropriate method for evaluating employees' functions and tasks. (11.) A B C D E
Comments (?) _____

12. ...improves employees' performance as used at present. (12.) A B C D E
Comments (?) _____

13. ...improves communication between the evaluator and evaluatee. (13.) A B C D E
Comments (?) _____

14. ...facilitates due process for personnel. (14.) A B C D E
Comments (?) _____

15. ...is time-efficient. (15.) A B C D E
Comments (?) _____

16. ...promotes the application of a consistent rating standard. (16.) A B C D E
Comments (?) _____

Part 3. POSSIBLE IMPROVEMENTS

17. The form should provide for the evaluatee to enter comments in the "Report" Section. (17.) A B C D E
Comments (?) _____

18. There should be a clear explanation of the appeal procedure. (18.) A B C D E
Comments (?) _____

19. There should be periodic meetings between evaluator and evaluatee to discuss progress and lack thereof. (19.) A B C D E
Comments (?) _____

20. An orientation session should be conducted to explain this Review Process at the start of each school year. (20.) A B C D E
Comments (?) _____

COMMENTS: _____

_____

_____

EVERYONE: Please mark the appropriate space below.

1. ___ Asst. Principal
2. ___ Principal
3. ___ Other Administrative/Supervisory Staff

**** THANK YOU ****

BEST COPY AVAILABLE

CLEVELAND PUBLIC SCHOOLS

1380 EAST SIXTH STREET • CLEVELAND, OHIO 44114 • TELEPHONE 574-8000

ALVA T. BONDA
President
MILDRED R. MADISON
Vice President
JOSEPH M. GALLAGHER
RALPH J. PERK, JR.
JOSEPH G. TEGREENE
STANLEY E. TOLLIVER
EDWARD S. YOUNG

FREDERICK D. HOLLIDAY
Superintendent

TO: Administrators/Supervisors

FROM: Barbara Chambers, Director BC
Policy, Planning and Analysis Division

SUBJECT: Survey to assess administrative/supervisory personnel evaluation system

DATE: September 4, 1984

Please take a few minutes to complete the enclosed survey. This survey will help assess the administrative/supervisory personnel evaluation system in accordance with OSMCR's recommendations.

Return the completed survey by Friday, September 7, 1984, via school mail. A return envelope is enclosed for your convenience.

Thank you for your cooperation.

BC/dw

Attachment

Appendix C

TALLY RESULTS FOR GROUP 0 - No Identification
9 respondents

QUESTION	A	B	C	D	E	INVALID	AVG.
1	2	4	0	1	1	1	3.6
2	2	3	2	1	0	1	3.8
3	2	4	0	2	0	1	3.8
4	1	2	4	1	0	1	3.4
5	1	4	3	0	0	1	3.8
6	1	2	2	3	0	1	3.1
7	1	2	2	3	0	1	3.1
8	1	2	2	3	0	1	3.1
9	1	0	2	4	1	1	2.5
10	1	2	1	1	0	4	3.6
11	0	3	1	3	1	1	2.8
12	0	1	2	3	1	2	2.4
13	0	5	2	0	1	1	3.4
14	1	3	1	1	2	1	3.0
15	0	3	2	2	1	1	2.9
16	0	3	1	3	1	1	2.8
17	1	6	0	0	0	2	4.1
18	1	4	2	0	0	2	3.9
19	1	4	2	0	0	2	3.9
20	2	2	1	1	1	2	3.4

Appendix C

TALLY RESULTS FOR GROUP 1 - Asst Principals
48 respondents

QUESTION	A	B	C	D	E	INVALID	AVG.
1	2	23	3	14	5	1	3.1
2	3	25	2	15	3	0	3.2
3	5	20	7	9	7	0	3.1
4	1	21	10	9	6	1	3.0
5	2	19	6	10	9	2	2.9
6	4	18	4	9	10	3	2.9
7	2	21	12	7	6	0	3.1
8	2	20	8	9	8	1	3.0
9	2	16	6	11	12	1	2.7
10	6	20	14	2	4	2	3.5
11	0	16	14	9	8	1	2.8
12	0	9	13	17	8	1	2.5
13	1	16	15	9	6	1	2.9
14	0	19	12	8	8	1	2.9
15	0	10	15	13	9	1	2.6
16	1	14	15	8	9	1	2.8
17	8	26	7	2	3	2	3.7
18	11	27	5	2	1	2	4.0
19	13	24	6	2	0	3	4.1
20	16	19	5	3	3	2	3.9

Appendix C

TALLY RESULTS FOR GROUP 2 - Principals
61 respondents

QUESTION	A	B	C	D	E	INVALID	AVG.
1	6	31	10	11	3	0	3.4
2	5	42	1	9	4	0	3.6
3	4	26	6	15	9	1	3.0
4	8	28	12	11	2	0	3.5
5	5	24	10	9	8	5	3.2
6	2	34	5	12	8	0	3.2
7	5	33	5	15	3	0	3.4
8	2	29	6	15	7	2	3.1
9	1	15	9	25	11	0	2.5
10	20	28	4	1	0	8	4.3
11	0	25	14	14	7	1	3.0
12	2	13	18	17	10	1	2.7
13	2	23	18	9	8	1	3.0
14	3	23	21	9	3	2	3.2
15	3	24	10	15	6	3	3.1
16	5	26	13	7	9	1	3.2
17	11	40	4	3	2	1	3.9
18	17	33	7	3	0	1	4.1
19	18	30	6	4	2	1	4.0
20	22	27	3	8	0	1	4.1

Appendix C

TALLY RESULTS FOR GROUP 3 - Other
85 respondents

QUESTION	A	B	C	D	E	INVALID	AVG.
1	19	45	7	10	2	2	3.8
2	18	44	6	11	4	2	3.7
3	17	36	15	11	5	1	3.6
4	12	40	10	14	5	4	3.5
5	13	28	17	16	10	1	3.2
6	10	29	10	16	15	5	3.0
7	9	41	7	16	10	2	3.3
8	8	28	10	19	16	4	2.9
9	6	22	11	24	21	1	2.6
10	1	3	4	2	1	74	3.1
11	7	39	17	10	10	2	3.3
12	2	16	34	18	14	1	2.7
13	5	30	26	18	4	2	3.2
14	4	34	29	9	8	1	3.2
15	6	28	23	15	11	2	3.0
16	7	23	25	14	13	3	3.0
17	29	38	8	4	4	2	4.0
18	34	36	8	3	2	2	4.2
19	30	34	8	6	1	6	4.1
20	27	22	9	18	6	3	3.6

Appendix C

TALLY RESULTS FOR ALL GROUPS.
203 respondents

QUESTION	A	B	C	D	E	INVALID	AVG.
1	29	103	20	36	11	4	3.5
2	28	114	11	36	11	3	3.6
3	28	86	28	37	21	3	3.3
4	22	91	36	35	13	6	3.4
5	21	75	36	35	27	9	3.1
6	17	83	21	40	33	9	3.1
7	17	97	26	41	19	3	3.3
8	13	79	26	46	31	8	3.0
9	10	53	28	64	45	3	2.6
10	28	53	23	6	5	88	3.8
11	7	83	46	36	26	5	3.0
12	4	39	67	55	33	5	2.6
13	8	74	61	36	19	5	3.1
14	8	79	63	27	21	5	3.1
15	9	65	50	45	27	7	2.9
16	13	66	54	32	32	6	3.0
17	49	110	19	9	9	7	3.9
18	63	100	22	8	3	7	4.1
19	62	92	22	12	3	12	4.0
20	67	70	18	30	10	8	3.8

ADMINISTRATIVE/SUPERVISORY PERFORMANCE REVIEW

Staple evaluatee's job description on top of these forms before sending to Personnel Division by August 15.

FUNCTION •_____

_____

_____

(Copy one function from the job description here. All functions must be evaluated.)

PLAN — *By September 30, evaluatee and evaluator:*

1. *Discuss and record at least one major task to be performed within the function listed above.*
2. *Rate each task for importance compared to other tasks within this function (all tasks are not equally important: the evaluator decides in case of disagreement).*
3. *Sign and date the plan below; initial and date any amendments.*

Evaluatee _____ Date _____

Evaluator _____ Date _____

REPORT — *By August 15, evaluatee and evaluator:*

1. *Rate the degree of completion and quality of each task (the evaluator adds suggestions for improvement at least for all ratings of 1).*
2. *Discuss the ratings and suggestions.*
3. *Sign and date the report below.*
4. *Send a copy to the Personnel Division*

NOTE: If performance seems unsatisfactory, complete an initial copy of this report by January 15.

Evaluatee _____ Date _____

Evaluator _____ Date _____

TASK	IMPORTANCE (Low … High)	COMPLETION (Incomplete / Late / On time)	QUALITY (Lower / As expected / Higher)
_____	Evaluator ➡ 1 2 3	Evaluatee 1 2 3	Evaluatee 1 2 3
_____		Evaluator 1 2 3	Evaluator 1 2 3
_____			
_____		Evaluator's Suggestions: _____	
_____			
_____			

TASK	IMPORTANCE (Low … High)	COMPLETION (Incomplete / Late / On time)	QUALITY (Lower / As expected / Higher)
_____	Evaluator ➡ 1 2 3	Evaluatee 1 2 3	Evaluatee 1 2 3
_____		Evaluator 1 2 3	Evaluator 1 2 3
_____			
_____		Evaluator's Suggestions: _____	
_____			
_____			

TASK	IMPORTANCE (Low … High)	COMPLETION (Incomplete / Late / On time)	QUALITY (Lower / As expected / Higher)
_____	Evaluator ➡ 1 2 3	Evaluatee 1 2 3	Evaluatee 1 2 3
_____		Evaluator 1 2 3	Evaluator 1 2 3
_____			
_____		Evaluator's Suggestions: _____	
_____			
_____			

(Evaluatee: Attach any statement you wish to make in response to the evaluator's ratings or suggestions.)

BEST COPY AVAILABLE

CLEVELAND PUBLIC SCHOOLS

1380 EAST SIXTH STREET • CLEVELAND, OHIO 44114 • TELEPHONE 574-8000

ALVA T. BONDA
President
MILDRED R. MADISON
Vice President
JOSEPH M. GALLAGHER
RALPH J. PERK, JR.
JOSEPH G. TEGREENE
STANLEY E. TOLLIVER
EDWARD S. YOUNG

FREDERICK D. HOLLIDAY
Superintendent

September 28, 1984

To: Department Heads/Cluster Directors

From: Sarah L. Livingston, Assistant Superintendent
Supportive Services Department

Subject: Performance Review

The same performance review forms will be used during the 1984-85 school year that were used in 1983-84.

It is hoped that a new form will be ready for use in the 1985-86 school year.

Please follow the directions that were used during 1983-84.

Please notify appropriate staff.

Your cooperation in this matter is appreciated.

SLL/lmw

xc: Dr. Frederick D. Holliday
Mr. Seymour Freedman

DISTRIBUTED BY: Community Relations Department
Public Relations/Information Services Division
October 9, 1984

FILED
1984 OCT -9 PM 1:57

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF OHIO
EASTERN DIVISION

ROBERT ANTHONY REED, et. al.,	)	CIVIL ACTION C73-1300
	)	
Plaintiffs	)	CHIEF JUDGE FRANK J. BATTISTI
	)	
-vs-	)	
	)	OFFICE ON SCHOOL MONITORING & COMMUNITY
JAMES A. RHODES, et al.,	)	RELATIONS' COMMENTS ON THE CLEVELAND
	)	BOARD OF EDUCATION'S SEPTEMBER 17, 1984
Defendants	)	MONTHLY PROGRESS REPORT

I. Attached are OSMCR Comments on the Cleveland Board of Education's Twelfth Monthly Progress Report of September 17, 1984.

II. In this report, OSMCR finds Adequate Evidence of proper completion by the District for four Required Actions.

III. Attachment A is a letter from OSMCR to the School District on the subject of compliance and offering guidance to the District.

Respectfully submitted,

LEONARD B. STEVENS, DIRECTOR
Office on School Monitoring & Community Relations
1234 Terminal Tower
Cleveland, Ohio 44113
(216) 522-7300

BEST COPY AVAILABLE

2. The assertion by the District that it has an evaluation system for administrative personnel in place is contradicted by the findings of a management consultant firm that is currently assisting the District. (Coopers & Lybrand [Report] to The Board of Education, Superintendent and the Center for Corporate Involvement Cleveland City School District, September 30, 1983) The consultant has identified serious needs in this area, and a more recent status report of The Center for Corporate Involvement in the Cleveland Public Schools reports that a study of Personnel Management is underway. ("Operational Improvement Project, Phase II", July, 1984 provided to OSMCR on 8/7/84)

The District should be mindful of what is expected as an outcome from these three interrelated Required Actions. (XIII-0101, XIII-0102 and XIII-0113)

- In June 1981, OSMCR stated that "(t)he System does not have an effective centralized personnel process... Personnel practices are not uniform, consistent or logical. As a result, qualifications and jobs are not systematically matched... and System performance, including the desegregation component, is materially and adversely impaired." (OSMCR Organization Study, 6/1/81, p. 59).

- A new system for evaluating all personnel paid on the Administrators and Supervisors Salary Schedule was created in the summer of 1982. (Board Report, 8/2/82, Appendix III)

- The personnel evaluation system is required to be "closely monitored for utility and practicality and be improved as necessary" and it is also to link personnel evaluations to in-service staff training. (OSMCR Report, "Reorganization in the Cleveland School System: A Six-Month Review", 3/25/83, Recommendation Number 10 and Required Action XIII-0113)

- The personnel system is to provide "a management tool with which any administrator can examine... the entire set of major tasks performed by all administrators under his/her direction during the year past, organized... by function..., by position, and by person." (Board Report, 8/2/82, Appendix III, p. 5)

- The personnel system is intended to "weld[s] the job descriptions tightly to the evaluation system". (Board Report, 8/2/82, Appendix III, p. 5)

BEST COPY AVAILABLE

There is a gross discrepancy between the District's statements of intent and the District's non-performance in this area. A preliminary assessment of operations of the School District done by a consulting firm pointed out that "the necessity of an effective personnel management system is apparent", and that "[a] comprehensive study of the District's personnel management organizational needs [had] not been conducted in recent years." (Coopers & Lybrand Report 9/30/83, p. 18) This September 1983 analysis of the District's personnel system also included these findings:

- "There is no system by which management can effectively evaluate the performance of a large number of the District's employees;"
- "The District has inadequate inhouse training for maintaining or upgrading employee's job skills;"
- "The District does not provide a well defined career path for employees;"
- "The existing personnel information system does not readily provide basic information needed by management;" and
- "A strong task force team should be assigned to fully analyze the District's personnel management system and recommend a feasible framework for addressing existing personnel problems." (Coopers & Lybrand Report, 9/30/83, p. 19)

Recommendations

The District should submit adequate Evidence for this Required Action. In the interim, the District should eliminate the Actual Completion Date from the Monthly Progress Report.

The District should reappraise Required Actions XIII-0101, XIII-0102 and XIII-0113, including the specifications for the Verifiable Evidence of Results and the Scheduled Completion Dates, for the purpose of making these Required Actions compatible and consistent with work in progress by The Center For Corporate Involvement In The Cleveland Public Schools and the Coopers & Lybrand Report, 9/30/83.

A. Required Action XIII-0156

Educational program site changes should be planned and implemented in advance of school opening.

Completion Status

Reported Completion Date: 7/5/84

BEST COPY AVAILABLE